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AUTHOR Ginnane, Patrick
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ABSTRACT

A compilation of descriptions of 8 intergenerational educational programs, this report emphasizes the positive relationship between children and older people. These programs were selected to highlight differing program components, administrative structures, and funding bases. Two programs involve children visiting nursing homes. Elders work in elementary school settings in 2 programs. Two programs have elders working with preschool children, and two other programs are preschools housed in the same building as a nursing home. Program names and locations are: (1) P. K. Yonge Lab School Adopted Grandparents Program in Gainesville, Florida, (2) Teaching-Learning Communities in Ann Arbor, Michigan, (3) The Elvirita Lewis Foundation's Intergenerational Child Care Centers in Santa Cruz and South San Francisco, California, (4) Generations Day Care in Buffalo, Minnesota, (5) Senior Citizen School Volunteer Program in Pittsburgh, Pennsylvania, (6) Trinity Lutheran Preschool/Southland Lutheran Home and Geriatric Center in Norwalk, California, (7) The Intergenerational Caregiving Training Programs in San Francisco, California, and (8) The Broome County Intergenerational Activities Project in Binghamton, New York. Issues that emerge as key to implementing successful programs are: respect for elders; recruitment; community support and inter-agency cooperation; program flexibility; training; and program maintenance and expansion. A list of resource people to contact for more information is included. (BJD)

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INTERGENERATIONAL EDUCATION: YOUNG AND OLD LEARNING TOGETHER

Patrick Ginnane

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> "We must bridge the gap of young and old by encouraging alternate forms of social organization to supplement the family structure from which young and old are often withdrawn."
>
> White House Conference on Aging, 1971

Although teaching, caring for the young, and passing on important cultural values are traditional roles for older people in many societies, in our modern mobile world children and older people see each other very infrequently. However, in schools and child care centers across the country, the traditional role is being reintroduced. It is called Intergenerational Education.

Intergenerational Education is based on the idea that it is natural for children and older people to be together. Older people are becoming important contributing staff members in a variety of child care and other educational programs. Older people are involved as volunteers and paid staff, with preschoolers and school-aged children, in small private nursery schools and large public school systems.

The number and variety of intergenerational programs is already extensive and expanding rapidly. The eight programs here described are only a very small sampling of the many intergenerational programs across the country. They have been selected to highlight different program components, different administrative structures, and different funding bases. Two programs involve children visiting nursing homes. In two elders work in elementary school settings. Two have elders working with preschool children. Two others are preschools housed in the same building as a nursing home.

P.K. Yonge Lab School Adopted Grandparents Program
Gainesville, Florida

The Adopted Grandparents Program at the P.K. Yonge School began in 1965. It was initiated by early childhood teacher Esstoya Whitley. Her purpose was to tap the rich learning resource of the elderly for the six-, seven-, and eight-year-old children in her classroom. She approached the Social Director of the nearby Hillhaven Convalescent Center with the idea of her young students visiting the nursing home's aged residents. In this informal fashion the "grand-mammy" of intergenerational programs had its beginnings seventeen years ago.

Initially children visited only once or twice a week and wheeled "grandparents" to school for special occasions a couple of times a year. Now at least some of the children go every afternoon. It is a choice each child is free to make after having completed his school assignments for the day. Individual "grandparents" visit the school from time to time and the entire group comes near the end of the school year.

In the beginning the elders were reluctant to be adopted. "They'll just go away and never come back just like everyone else." Although the individual children have changed, the children from Mrs. Whitley's classroom still visit everyday. The Adopted Grandparents Program has become an integral program component of both the school and the nursing home.

P.K. Yonge is the laboratory school for the University of Florida at Gainesville. It is funded as part of the University budget. Hillhaven Convalescent Hospital is a private non-profit corporation supported primarily through patient fees. The Adopted

Grandparents Program does not incur additional costs for either agency. It is part of the curriculum at the school and part of the activities program at the nursing home.

Although the administrative liaisons are informal, communication between the two programs is extensive and regular. The P.K. Yonge Teacher/Director and the Hillhaven Activities Director meet at the beginning of each school year and frequently throughout the year to plan and monitor the program. Staff from each program are welcome to sit in on each other's planning meetings. Plans for each visit include activities in which children and grandparents can share in groups as well as on a one to one basis. New parents are thoughtfully oriented to the program each fall. The children are introduced to the problems of the elderly--bedpans, wheelchairs, depression, disorientation, loneliness, strokes, heart attacks, etc.

Ages of the "grandparents" average between 75 and 80, but over the years many have celebrated birthdays in the 90's and one gentleman recently turned 101. All the "grandparents" are in residence because they are not able to care for themselves physically. Nor are their families - for those who have families - able to take on responsibility for their care. One is blind. One must be fed. A stroke has robbed one of speech. Control of elimination is limited for some and non-functioning for others.

Nevertheless, the program rejects a "do good" orientation. The old people are not objects of pity but esteemed friends. They are on the giving as well as the receiving end of transactions.

The children bring their "grandparents" their youthful enthusiasm, read their mail to them, write letters to them, read them stories. In one case, a stroke victim learned to speak again.

Another paralyzed resident after four years of study received her high school diploma.

The "grandparents" bring their young friends that special serenity that even the frail elderly can provide, stories of the old days and old ways, even tutoring in reading for slow learners. For one disruptive child his "grandparent" seemed to have a remarkable stabilizing influence. Another child received the extra instruction needed to master first grade reading.

The program has intentionally remained small. Only twenty-five out of the 100 residents are "adopted." Although not everyone is involved, this size keeps the program manageable and intimate.

The director of the nursing home reports that the interaction with the children causes the "adopted grandparents" to show more interest in their appearance, to have better appetities, and complain less. The symptoms of depression vanish, replaced by an enhanced self-esteem.

The teachers report that the children demonstrate a deep sense of loving, caring and helping in their relationships with their "adopted grandparents" as well as an increased understanding and acceptance of the aging process. Recently a young woman who attended P.K. Yonge over a decade ago returned to renew the important experience that she had there as a child. A research study conducted during the 1974-75 school year showed only a small and statistically insignificant difference in the children's attitudes toward the elderly, but Mrs. Whitley feels certain that the benefits of the education of the spirit which the Adopted Grandparents Program, and other programs like it, provide

have left intangible but profound marks on the hearts and minds of all those it has touched.

Teaching-Learning Communities
Ann Arbor, Michigan

Teaching-Learning Communities (T-LC) had its beginnings in 1971 when Carol Tice, an art teacher in the Ann Arbor public schools invited a few senior citizens to her art room. She hoped that these volunteers would offer not only help with arts and crafts projects, but also the time and love that some of her troubled students so desperately needed. In a short time, the program spread to three schools with Ms. Tice transporting the seniors from school to school.

At this point the Retired Senior Volunteer Program (RSVP), federally funded in part by ACTION and supported by local foundations, was able to provide transportation by taxi or van. RSVP now also offers health and liability insurance to participating seniors.

At the time T-LC started some senior groups and youth groups were in conflict concerning the use of certain city recreational facilities. It was feared that this controversy might spill over and prevent T-LC from getting off the ground. This fear proved to be unfounded. The idea and its initial implementation brought positive responses from all involved.

By 1976 hundreds of children were apprenticed to 125 grandpersons in 16 schools. Next the idea spread to other towns in Michigan who began their own Teaching-Learning Communities based on Ms. Tice's model. Today T-LC's are established in fifty states and seven other countries. The program in Canada continues to expand after 7 years. China is the most recent country to show great interest in developing a project based on the T-LC model.

T-LC was originally funded as a Title IV-C, ESEA Special Project, under the Michigan Department of Education attached to the Ann Arbor Public Schools. As such it was and continues to be a regular part of the public school system. Local programs elsewhere are also generally funded by their Boards of Education. The current dissemination program is carried out through New Age, Inc., a non-profit corporation that receives donations and grants from foundations.

Each local T-LC program is carried out through a coordinator, very often a volunteer from the community or someone that receives a small stipend. The coordinator is the liaison between T-LC and the cooperating principal. Support for the older volunteers is provided in each school through the T-LC aide position. These are usually people in their mid-years who volunteer to facilitate challenges like transportation, buying supplies, maintaining records, etc.

The elder participants in T-LC range in age from 60 to 87. They come from their own homes as well as retirement and nursing homes. They represent all ethnic groups and are of every social and economic background. They volunteer on a schedule that is designed to suit their individual interest and stamina, usually one half-day once or twice weekly.

A typical day might go like this: The volunteer "grandperson" arrives at the school and is greeted by the T-LC aide who accompanies them to the activity room. With input from the cooperating teacher, the "grandperson" has chosen activities based on his or her own interests and skills. Students who choose to participate in T-LC select an activity and work in groups of 3-7 for approximately one hour. This apprentice-like setting facilitates informal sharing of

experiences during work toward completion of a project. Stories from the old days, reports from the youth scene, philosophical opinions and feelings of friendship are all exchanged. Continuing evaluation and future planning occur between "grandperson" and aide at the end of the activity period usually over light refreshments.

The T-LC Program has been evaluated over the past ten years from the aspect of children's learning, older persons' learning, parent/teacher/administrator interest and perceived health improvement of older volunteers. All studies indicate results of a highly positive nature. One student said, "From a grandperson you can learn things you can't learn in the classroom because you don't have time." A "grandperson" sums up the experience for many older volunteers, "I'm learning a lot...I finally found a way of feeling worthwhile."

The Elvirita Lewis Foundation's Intergenational Child Care Centers
Santa Cruz and South San Francisco, California

The Elvirita Lewis Foundation is a private non-profit corporation that sponsors a variety of programs for older people. These programs are dedicated to independence and continued community involvement for older adults. Foundation staff members felt that an intergenerational child care center would exemplify these ideals and also provide a needed community service. In cooperation with the Santa Cruz City schools, the Foundation developed a grant proposal which was funded by the California Department of Education in 1976 under the Innovative Child Care Act. The center opened in November of that year with three elders and six children in an unused elementary school building. Now in a new facility designed for the needs of all ages, the center serves 30 children and 20 part-time elderly participants.

In 1979 the California legislature passed the Intergenerational Child Care Act. This legislation established a three-year pilot project in which child care services were to be provided in programs staffed by elder aides. The Elvirita Lewis Foundation was selected to develop one of these centers. On April 18, 1980 the Leo J. Ryan Memorial Intergenerational Child Care Center was opened in an unused kindergarten classroom in the South San Francisco Unified School District. Today the center uses two rooms, has just completed construction on its own kitchen, and serves 40 children and 15 elder aides.

Funding for both centers is generated in a creative format combining public and private resources. The Department of Education

grants are supplemented by in-kind donations from the local school districts (equipment loans, maintenance service, etc.) and Foundation support services (e.g. some clerical and public relations support), and donations from private individuals and other foundations (such as the Ryan center's new kitchen). The use of each public dollar is thus maximized by going directly to the intended population, elders and young children.

Each center is administered by its own director with the Santa Cruz center's director also serving as the Foundation's Director of Intergenerational Child Care. As the two centers are 50 miles apart, communication is carried on by memo and frequent long distant phone calls. Regular site visits that facilitated the Ryan center's start up are no longer maintained. Communication with the elementary school principal is informal, but occurs on a daily basis.

Full-time credentialed teachers supervise the program. Elders work as paid teacher aides (starting at the minimum wage) in four hour shifts. Flexibility of scheduling allows substitute aides to work one to four days a week while permanent aides work five days a week. A rich one-to-five staff:child ratio benefits both children and elders.

The all important training for the elder aides occurs primarily at weekly staff meetings that include professional level presentations on child development and early childhood education topics. In addition, each aide receives an initial orientation and all staff attend the annual series of in-service workshops for one week each summer.

The elders involved have ranged in age from 55 to 75. They

work directly with the 2½ to 5 year old children enrolled in the program. (To be eligible parents must be working and low-income.)

The Ryan center was recently evaluated in a report on the effectiveness of the intergenerational pilot project. Parent satisfaction is indicated by the low turnover of families enrolled over the two years of operation. Elder staff are dependable, motivated and hard-working as seen in low elder staff turnover figures. This creates a feeling of continuity and stability for parents and children. The number of children with special problems accepted and helped at the center also attests to the quality of care made available by the elders. For the elder aides themselves, part-time employment is important to their economic survival, just as contact with children enhances their emotional well-being. The presence of an intergenerational child care program not only provides a service to families, children, and staff, but also creates new perceptions of older people as active, contributing members of their communities.

The Leo J. Ryan Intergenerational Child Care Center is now funded on a permanent basis as part of the general state child care budget.

The Broome County Intergenerational Activities Project
Binghamton, New York

The Intergenerational Activities Project of the Broome County Child Development Council began as a six month pilot project in the spring of 1980. Four programs for preschool children participated in a series of visitations to programs serving the elderly (both retirement homes and nursing homes). Headstart buses were supplied to provide transportation with the project paying only gas and the drivers' salaries.

Initial funding for the pilot program was through a private foundation. This foundation has continued to provide partial funding with matching funds secured from the New York State Division of Youth Services through the Broome County Youth Bureau. Currently eight preschool programs are involved (day care centers and nursery schools) matched with eight programs for the elderly. A ninth pair will be added soon involving five to eight year olds.

The project has a part-time coordinator who reports to the Director of the Broome County Child Development Council. The coordinator works closely with the Intergenerational Committee of the BCCDC Board of Directors. The coordinator works with the BCCDC transportation coordinator as well as with directors of the early childhood and geriatric programs in scheduling intergenerational activities. Plans are being developing to train Junior League volunteers who will acts as facilitators for each preschool-nursing home pair.

The institutionalized elderly who participate do so on a voluntary basis at the invitation of their center's activities

director. Generally 10-15 elders and an approximately equal number of children are involved in each visit. A few centers have weekly visits, more visit bi-weekly, and others on a monthly schedule. In some cases the visitations are two-way with elderly residents visiting the children as well as vice versa.

One of the strongest pairs in the project involves the Binghamton Psychiatric Center. The beneficial effects on the psychiatric patients has been marked. One summer morning the children journeyed to the psychiatric center's overnight campsite to join the patients in an outdoor pancake breakfast. The warm family-like feelings of such joint activities seem to promote mental health for all involved.

The greatest successes in the interaction between children and elderly have been in visits which were well-planned by the center directors. Simple activities that engage both children and elders - whether it be painting, clay, singing, or a cook-Out - need to be organized for each visit. Orientation and training for center directors facilitates this important planning process.

Thus the number of successful intergenerational interactions has increased as staff become more familiar with the issues involved and new programs learn from the experiences of veteran programs. Activities directors of the geriatric centers have described the exchange of visits as, "... fantastic...much better than last year... really working well this year...dynamite!"

Generations Day Care
Buffalo, Minnesota

For years, John Thompson, the administrator of the Wright County Retirement Center, had watched busloads of children arrive for their annual visit, parade past the residents in awe, give a brief performance, parade out and leave. He liked what he saw, but felt there was not enough real contact between residents and children and that one day a year was not enough. In 1979 he came up with a simple solution - open a day care center in the nursing home.

At just about the same time Buffalo's only day care center was closing. In addition, many nursing home employees had young children and needed some form of child care. When presented with the pressing community need, the potential benefits to employees, and the fact that no major remodeling would be necessary, the nursing home board gave its approval to the idea.

Six months later, in September 1979, Generations Day Care, Inc. welcomed its first children. As Mr. Thompson enthusiastically puts it, "From day one, it was magical!"

Generations Day Care and the Wright County Retirement Center are separate non-profit corporations. Both are primarily supported by client fees. The retirement center provides free rent, utilities, and maintenance for the day care center. Each program has its own separate administration and staff, but cooperation and communication occur at all levels. Day care director Paulette Klatt attends all meetings of the nursing home department heads and sits in on resident care plan meetings. Each day care center employee is oriented to

the nursing home's operation. The day care center and nursing home director conduct joint in-service seminars on geriatrics and intergenerational relationships for both staffs.

The residents of the 154 bed nursing home are generally in their seventies and older. One resident was 103. All require skilled medical care. The children range in age from six weeks to 12 years. They can be enrolled on a full-time, half-time or drop-in basis. Forty-five children currently attend.

The children's classrooms and the residents' rooms are directly across from each other. The children and elders interact on a daily basis. Toddlers, preschoolers, elementary schoolers and the aged, like a big extended family, sing songs, exercise, read stories, go on picnics, and watch in-house movies together.

Spontaneous interactions occur as the children walk through the halls on their early morning greeting rounds. The infants in their porta-cribs get a special response, drawing many residents to their doors or even to the nursery to feed the babies their bottles. Regularly planned activities include baking, card bingo, making popcorn, sing-alongs, and exercise class. The recreational therapist points out that before the kids joined in the program was poorly attended. "Now it's fun," she says. "The kids have so much enthusiasm and really get the people going."

The children's naturally accepting attitude has carried over to the elderly and disabled residents. Eighty-one year old Walter Kelley says, "Every morning the children come up and say, 'Hi Gramps!' It makes you feel so good to have the children around." Some residents who saw staff infants come in at six weeks now watch them at 2½ walking, talking and pushing their wheelchairs. A sense of family

has developed.

Currently, staff children make up about one-half of the full-time day care enrollment. A statistic the nursing home director believes could be making a difference in employee turnover which went from 46% before the center opened to 23% two years later. Enrollment in the day care center is always full. There has been an extensive waiting list since the center was two months old.

In 1980 the Wright County Retirement Center received the Innovation of the Year Award from the American Association of Homes for the Aging. At this point, director Thompson would like to expand the center beyond its current limit. Such an expansion, however, would require an addition to the building - something that is not part of the retirement center's immediate future. Yet nursing home administrators from across the country have contacted Thompson for information about how to establish a day care program in their facilities. "There is no way I would want to limit this thing," he enthuses. It seems there is no way he could.

Senior Citizen School Volunteer Program
Pittsburgh, Pennsylvania

The Senior Citizen School Volunteer Program traces its origins to an intergenerational classroom program that was developed in an alternative elementary school in Allegheny County, Pennsylvania in 1975. SCSVP as it exists today was officially created in 1978, with private foundation support, to assist public school districts in developing and maintaining their own intergenerational classroom programs.

In 1978 SCSVP served 5 schools in 4 school districts. Today 40 schools in 16 school systems are participating. Eight thousand children, three hundred senior volunteers and four hundred teachers are involved.

SCSVP became an affiliate program of the Western Pennsylvania Gerontology Center at the University of Pittsburgh in 1979 and is now also part of the University Center for Social and Urban Research. As other programs grew out of the original project it became necessary to develop a single sponsoring agency. In 1981 Generations Together, a private non-profit corporation, was created to serve as this parent organization. Generations Together receives corporate and foundation funding while the University of Pittsburgh supports the Program Director's salary.

The Program Director is responsible for the overall management of the entire program. The Program Coordinator is responsible for program implementation within the various school districts. This includes training the liaison teachers and the senior citizen resource person who are responsible for assisting in district implementation.

SCSVP staff provide on-site training for district administrators, teachers and selected community representatives. A series of training workshops and meetings is designed to enable school district personnel to implement, maintain, and expand a senior citizen school volunteer program in their district.

Next senior volunteers are recruited. Teacher and elder teams are then trained at the same workshops, SCSVP maintains its involvement for 2-3 years until the district personnel are confident and competent enough to carry out the program on their own.

The senior volunteers are age 65 and older. They volunteer at least ½ day per week and assist individual students and small groups in the classroom. They reveiw and reinforce skills in a variety of subject areas. In addition, volunteers help with special projects and have an opportunity to share their personal interests and experiences with students (e.g. hobbies, crafts, travel, careers, stories, history).

The children receive increased personal attention and new older friends as well as remedial and enrichment support in academic skills. Older volunteers feel useful in their role and gain respect and recognition for their contributions. Teachers receive classroom assistance and have more time to meet students' needs. Schools find a new resource in these times of budgetary restraint.

Trinity Lutheran Preschool/Southland Lutheran Home and Geriatric Center
Norwalk, California

For seven years Trinity Lutheran Preschool has operated in the same building as the Southland Lutheran Home and Geriatric Center. the concept of housing the preschool in the geriatric center was the joint idea of the church which runs the preschool, the nursing home board and the architect. The church provided the land and the Southland Home constructed the building. The preschool now leases its space for a nominal rent.

While housed in the same complex each program is incorporated and administered separately. Both programs are primarily supported by client fees.

The architect envisioned many operational advantages in relating the nursing home and nursery school. He felt that each would have facilities and services which the other would like to have but could not separately afford or operate efficiently. At present the nursing home kitchen prepares lunch for the preschool on a contract basis and the preschool makes use of several nursing home public spaces and "living rooms" for special activities.

The program started out with high hopes of regular and mutually beneficial interactions between the two programs. It was thought that the geriatric nursing staff would enjoy daily contact with children, nursing home residents could provide individualized educational assistance to the children, and that the children would provide a major rehabilitation incentive for the residents. These goals were never fully realized.

Many of the elderly residents seemed uncomfortable with the

noise and vigorous activity of the preschool. Only three or four out of a population of 200 ever visited the preschool regularly. In addition, the people in the retirement home had full agendas each day that did not leave much time to be with the children in the nursing home.

The biggest stumbling block seemed to be the difficulty the staff of the preschool and geriatric center had in working together. The preschool staff felt that the staff of the geriatric center, working from a medical model, were too rigid and formal. The nursing home staff on the other hand saw the preschool staff as disorganized and insensitive to resident's needs. The preschool staff felt that regularly planned interactions emphasizing one-to-one contact would be best. The nursing home staff favored occasional formal "performances" that included larger numbers of the residents.

Although some successful elder/child interactions did occur around small art and music experiences, eventually the nursing home decided that these activities were "too much" for its residents. Now most residents only see the children at special events and performances or through their glass patio doors. This level of involvement seems to work happily at present, but the original expectations for the program were never actualized.

Working cooperatively with another institution requires extra effort in spelling out mutual program goals and in developing cooperation at all levels. Structures such as joint administrative and staff meetings were never developed. As a result, philosophical differences were never resolved and staff cooperation never developed.

The Intergenerational Caregiving Training Program
San Francisco, California

The Intergenerational Caregiving Training Program was conceived by a committee composed of faculty of the University of California, San Francisco, and interested community members. In 1978 the committee agreed to sponsor a pilot educational program that would prepare older adults to work with young children in a variety of settings, including child care centers, family day care homes, pediatric hospital units and clinics. A summer seminar series was sponsored by the Zellerbach Family Fund. This ten week pilot program was presented to a group of Foster Grandparents who were already engaged in work with children. They evaluated the curriculum content and format of the seminars and advised the faculty on the refinement of the plan.

The California Post-Secondary Education Commission then funded the project as a program which would utilize university resources to serve the underserved population of older people. This funding expired in September 1981. Community College District funds continued the training through December 1981. At present, while new funding is being sought for the training program, the project is involved in a dissemination phase offering technical assistance and support to groups interested in starting intergenerational programs. The program is administered through the UCSF Department of Family Health Care Nursing as part of their wellness promotion plan. The University provides office space, secretarial and bookkeeping support and charges the program eight percent of all funds received.

The elder trainees ranged in age from 52 to 78. All expresssed

a genuine interest in working with children and were in generally good health. The trainee was offered a small non-taxable fellowship stipend which provided $1.60 per hour for up to 20 hours per week of practicum and seminar participation.

Weekly seminars presented information through lectures, films, discussion and hands-on workshops. In addition, all trainees participated in a child related placement for practicum experience under the supervision of a site staff supervisor. Program faculty made bi-weekly visits to each placement site to facilitate communication and assist with logistical issues.

At the end of each quarter site supervisors evaluated changes in trainee caregiving competencies. Steady improvement was noted. A small observational study found that after 28 weeks of training volunteers and staff displayed similar caregiving behaviors and the children interacted with each group in qualitatively similar ways.

Although the training program is not currently in operation, more than 80% of the trainees have continued their involvement with children.

From all these diverse programs, several issues emerge as keys to implementing a successful intergenerational program.

Respect for Elders. The basis for any successful intergenerational program is respect for the older people involved. Older people must be seen as valuable contributors, not just recipients of program benefits. Many programs seek out feedback from elder participants as part of a regular evaluation process. Older people know best their own needs and preferences. Whether through wages, stipends, or other formal and informal awards and rewards, elder participants need to know that their contributions are valued and appreciated.

Recruitment. Where does one find the older people to staff an intergenerational program? There are many existing programs for seniors that can assist in recruiting older workers: the American Association of Retired Persons (AARP), the American Retired Teachers Association (ART), the federal Agency on Aging (AoA), and the Retired Senior Volunteer Program (RSVP) all have chapters in most areas. Many communities also have senior centers. However, programs have found that the people who participate in senior centers are often not the people who are interested in working with children. Large print newspaper ads and articles are helpful. Most effective of all is word of mouth as the first older people involved tell their friends.

Community Support and Inter-Agency Cooperation. As programs that serve two populations, elders and children, intergenerational programs inevitably contact many other community organizations in all phases of program development from recruitment, to funding, to program implementation and evaluation. A conscientious effort is needed to develop, groom and maintain these ties.

Program Flexibility. Sufficient flexibility in program design and scheduling to accommodate the special needs and interests of older people is also characteristic of successful intergenerational programs. Many older people remain active and vigorous into their seventies. They often have other projects and activities that occupy their time. For older people who develop slight or even severe physical disabilities, their attitude and will to be involved can be more important than health and mobility. Flexible, part-time scheduling is an important consideration to all older people.

Training. A solid initial orientation and regular ongoing training for all participants in an intergenerational program are crucial. Young staff need to be introduced to the needs and concerns of older people. Elder participants need training in modern educational techniques in order to do a competent, professional job. Both groups at times require help in understanding each other and working together.

Program Maintenance and Expansion. Existing intergenerational programs are concerned with maintaining and/or expanding their programs. As public funding shrinks, many programs must diversify their funding base or face program cutbacks. At the same time, the interest in intergenerationalism is growing and many programs consider expansion. Many programs began as the brain-child of one dedicated individual, and grew to the point where a larger sponsoring agency was needed to administer the program's rapid growth. Other programs were initially sponsored by a large non-profit organization but still depend on key individuals to keep them going. Some programs have chosen to stay small and offer support to other individuals interested in starting intergenerational projects. All are concerned with insuring their

program's continuance and fostering the growth of the intergenerational movement.

Intergenerational education is a special way to provide quality child care and other educational experiences that benefits both the young and the old. Elders bring children love, patience, time and dedication. Children bring elders excitement, vitality, spontaneity, and more love. The bridges thus built between young and old link the rich heritage of our elders' past with the bright promise of our children's future.

For more information on these programs contact:

Carol Hardgrove and Marlene Cohen
Intergenerational Caregiving Program
School of Nursing
Dept. of Family Health Care Nursing
N411-Y
University of California,
San Francisco
San Francisco, CA 94143

Sallie Johnson
Director of Intergenerational
Child Care
*The Elvirita Lewis Foundation
5905 Soquel Drive (Suite 100)
Soquel, CA 95073

Paulette Klatt
Generations Day Care
200 Park Lane
Buffalo, Minnesota 55313

Winifred McDuffie
Broome County Intergenerational
Activities Project
316 Murray Hill Rd.
Binghamton, NY 13903

Carol Tice
Director, Teaching-Learning
Communities
Ann Arbor Public Schools
1212 Roosevelt
Ann Arbor, Michigan 48104

Trinity Lutheran Preschool
c/o Lois Robbert
2705 Turnbull Canyon Road
Hacienda Heights, CA 91745

Esstoya Whitley
P.K. Yonge Lab. School
University of Florida
Gainesville, FL 32611

Sally Newman, Ph.D.
Program Director, Senior Citizen
School Volunteer Program
Western Pennsylvania
Gerontology Center
University of Pittsburgh
Mervis Hall (Room 600A)
Pittsburgh, PA 15260

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The field of intergenerational education is still so new that there is little literature available. The following books and articles, however, can serve to orient child development staff to some new ways of looking at aging.

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